

CHAPTER I

INTRODUCTION

1.1 Research Background

The four primary English abilities are often categorized as listening, speaking, reading, and writing. To become competent in English, people have to master English abilities. These abilities collectively form the foundation of effective communication and language proficiency. However, one of the most important and complicated English abilities is writing. Writing allows one to express one's emotions, carry out transactions, convince, and inform others (Lesnussa & Bugis, 2017). It can be said that writing is a reliable ability among the four English abilities. This is because writing is not just producing words without careful thought.

The researcher believes that each step of writing requires critical analysis and attention to detail. According to Irawati (2015), writing become the most complicated ability to be learned because in writing we have to pay attention to some steps. That is in order to make our writing better. However, writing is an important ability to learn and improve. Through writing, students can express their creativity. They can use it as a medium for storytelling and self-expression. Academic writing also serves as a means to assess and evaluate knowledge and understanding. However, students frequently run into a variety of problems when writing.

Some problem that usually faced by students in writing is mastering the intricacies of writing elements, such as vocabulary, grammar, punctuation, and syntax. Most of the students do not have the ability to write correctly and in compliance with the elements of writing (Asih T, 2013). Students are lack of vocabulary mastered, and most students are still confused about using grammar correctly. Another problem is on how to arrange and structure words so that ideas make sense and flow naturally. For that, students focus and interest become the most important factors when teaching learning writing. Then, According to Jerry Tefnai et al. (2022), students will be difficult to understand and low in their final results if they are not interested in learning. It means maintaining concentration helps students communicate their thoughts and arguments clearly and succinctly without distraction from the primary topic. When students are interested in the topic they are exploring, their enthusiasm shines through in their words, making the writing better.

The researcher was a student at SMPN 2 Sepang and was quite familiar with the teachers there. That was why the researcher conducted this research in SMPN 2 Sepang. Then, based on researcher's observation before conducting this research, researcher found that the techniques used by teachers in teaching and learning activities on writing skills at SMPN 2 Sepang really needed to be improved. Most of the students are difficult to be focus and interest in writing because of the teaching-learning process not suitable. In relation with that, writing requires teacher accuracy in choosing

appropriate techniques to help students improve their writing abilities (Sagita, 2018). Therefore, appropriate technique is needed in order to help students to be more focus and interest in teaching learning process so that students' writing ability can be increased. In this research, the researcher uses the Think-Pair-Share technique.

However, after doing preliminary research about technique on teaching-learning writing by read some articles, the researcher found that Think-Pair-Share is the most effective technique to develop students' focus and interest in writing. According to Asrifan, (2016), Think Pair Share (TPS) is a collaborative learning strategy that allows students to do pair discussions in order to support their higher-level thinking. With discussions, students will exchange opinions and knowledge they have with other students.

Then, some previous research also found that Think-Pair-Share is effective for teaching-learning writing. First, Febriyantika & Parmawati, (2021) through research entitled *Improving Students' Writing Descriptive Text Through Think-Pair-Share Technique* found that the use of Think-Pair-Share technique was affected to improve students writing ability. Because of Think-Pair-Share took students' attention, so they do not have a time to discuss another topic except the topic given by teacher. It can be seen the students were able to define the topic into concrete ideas. Think-Pair-Share also could make a better circumstance in writing classroom. It was related

to how the use of Think-Pair-Share made students more focused on the topic being discussed.

Then, Nurjannah & Faisal (2021) through a research entitled “*Using Think Pair Share in Improving Students' Writing in Descriptive Text*”. According to the rating scale results of the questionnaire, the students were more enthusiastic to learning English using Think-Pair-Share technique since they found the technique enjoyable. In addition, students are more likely to write about their ideas and opinions with their group friends. Then, by the result of this research, it can be concluded that most of the students like doing discussion when they are learning. So, their result in writing also increased in line with the more ideas they got through discussion.

In relation with the research above, Anggraini (2018), also did the research about *Improving Students' Ability in Writing a Descriptive Text Through Think Pair Share*. The result of this research showed there was a difference between students' writing descriptive text before and after the research. Students were able to use the appropriate vocabulary, grammar, punctuation, spelling, and capitalization in their writing. It can be said that Think-Pair-Share technique significantly increases students' abilities in writing, and also increase the abilities to use writing elements. Then, Think-Pair-Share technique is a highly effective and engaging strategy in the realm of teaching-learning process.

Based on the explanation above, it can be concluded that Think-Pair-Share is the appropriate technique to teaching-learning writing. The use of

Think-Pair-Share technique on some previous studies above made students more focused on the topic being discussed. Students also be more interested to the topic by doing the discussion with their partner. In relation with that, students were better in their writing elements. So, by conducting this research, the researcher hopes that Think-pair-share technique has positive effects and effectives to increase students writing ability at the ninth-grade of SMPN 2 Sepang as mention on the previous points. That is why the researcher conducted research entitled “The Effects of Think-Pair-Share Technique on Students’ Writing Ability at The Ninth Grade of SMPN 2 Sepang”.

1.2 Research Problem

Based on the explanation of the research background above, the problem of this research is formulated in a question form as follows:

“Does the use of Think-Pair-Share technique has a significant effect on improving students’ writing ability at the ninth-grade of SMPN 2 Sepang?”.

1.3 Research Delimitation

Based on the research problem, this research focuses on the effects of Think-Pair-Share Technique on students’ writing ability, especially in writing Report Text about local animals and plants in Kalimantan at The Ninth Grade of SMPN 2 Sepang in the academic year of 2023/2024.

1.4 Research Objective

Related to the research problem, the objective of this research is to find out whether there is any significant effect according to the effects of

Think-Pair-Share Technique on students' writing ability at the ninth-grade of SMPN 2 Sepang in the academic year 2023/2024.

1.5 Research Significance

This research is carried out with the aim that it will be useful both theoretically and practically. Therefore, the significances of this study are explained as follows:

1.5.1 Theoretically

Theoretically, this research is expected to be useful as a reference to give more information for teaching and learning activities, especially English. There is an effective technique to use, that is the Think-Pair-Share technique. Then, the results of this research can be used by readers, teachers, and can even be used by next researchers to support the completeness of information and as a reference related to the Think-Pair-Share technique. The results of this research also give additional evidence to strength the exist theories.

1.5.2 Practically

a. For the students

The researcher hopes this research can overcome the problems faced by students in writing. By using the Think-Pair-Share Technique students can become more active and creative during the teaching and learning process.

b. For the Teacher

Through this research, teachers can gain new knowledge and information about effective techniques to use in teaching activities. This is useful to support the quality of the teaching process, especially in teaching writing.

c. For the next researcher

Through the results of this research, the next researchers with similar topics can use it as a benchmark and reference.